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ABSTRACT

An instructor's manual and student activity guide on painting and decorating are provided in this set of prevocational education materials which focuses on the vocational area of trade and industry. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to nine periods), activity goals, instructional objectives (six), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, answer key to student check point activities, masters for duplication [e.g., checklists, interview survey sheet], and a set of transparencies for use with this set). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective. (The activity deals with making a decorative hanging for a wall). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a colorer, airbrush painter, spray painter, and spray paint helper conclude the document. (JH)

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ED169294

T & I – PAINTING AND DECORATING

Kit No. 5

INSTRUCTOR'S MANUAL

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In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

1978

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TITLE OF ACTIVITY

Kit No. 5, T & I – Painting and Decorating

DURATION

Main Activity – 5 periods
Follow-up Activity – 1 to 4 periods

GOALS

The student will become familiar with the processes in preparing wood for antiquing.

The student will learn how to antique wood.

The student will become familiar with some processes involved in framing a picture.

The student will demonstrate individual likes or dislikes by selection of a picture to mount.

INSTRUCTIONAL OBJECTIVES

The student will prepare the material for painting.

Using the proper materials and equipment, the student will paint the entire surface of the material.

Using the proper materials and equipment provided, the student will apply and wipe the antique finish to the desired effect.

Given the proper tools and supplies, the student will trim and apply the picture to the antiqued board.

Given the proper materials and place to work, the student will safely apply a thin and smooth finish to the picture mounted.

Given the proper tools and supplies, the student will make and assemble a frame to the antiqued picture.

VOCATIONAL CLUSTERS

Health Occupations
Home Economics

ACTIVITY IMPLEMENTATION

A. Description

This activity is designed to expose the student to the area of painting and decorating. By means of a wall plaque, the student will be able to experience some of the operations performed by a painter. Using an activity booklet, students will follow step-by-step instructions while moving from one color area to the next. A check list will be completed for each area and then corrected by the instructor before the student may move to the next color area. There are six (6) areas before final completion of the plaque takes place. The necessary tools and equipment for successful completion of each color area will be located within that area.

Students will be given one piece of 1/8" (0.3175 cm) masonite 6" x 12" to begin the project. The students will be required to bring a picture of their choice, no larger than 5" x 10" (12.7 cm x 25.4 cm) in size, for mounting.

B. Safety

Due to the nature of this activity, safety does not enter into each stage of completion to the degree it may in other activities. To simplify safety, the rules will be stated under each color area they pertain to.

Blue Area:

1. Paint thinner should be kept in a metal can.
2. If paint thinners come in contact with eyes or begin to irritate skin, flush immediately with water and contact instructor.

Green Area:

1. When using spray finish, keep away from open flames. Finish is very combustible.
2. Spray the finish in a well ventilated area. Vapors are very harmful to breathe. Example—By an open window if available.

Purple Area:

1. Care should be taken when cutting poster board. Utility knives are razor sharp.
2. Cut the poster board on a hard surface provided by the instructor.

C. Materials Required

1. Audio Visual Equipment
   Overhead projector
   Screen or wall space

2. Technical Equipment

   Utility knives – 5 each
   Protractors – 5 each
   Scissors – 5 pair
   Yardsticks – 5 each
   Hand jig saw – 1
   Gallon tin can – 2 each, labeled:
      Thinner
      Water
   Signs (6) color areas
      Black area
      Yellow area
      Blue area
      Red area
      Green area
      Purple area
   Signs (6) color stages
      Preparation (Black)

      Preparation (Yellow)
      Antiquing (Blue)
      Application of Picture (Red)
      Application of Finish (Green)
      Framing (Purple)
   Stands, 6 – 8" x 8" x 3/4" plywood (20.32 cm x 20.32 cm x 1.905 cm)
   Dowel rods, 6 – 24" x 1/2" (60.96 cm x 1.27 cm)
   Boxes of brushes – 2, labeled:
      Thinner brushes
      Water brushes

3. Expendable Materials
   8 sheets sandpaper – medium grit
   Bundle of rags
   1 qt. (0.946 l) light brown latex paint
   10 brushes (5 water, 5 thinner)
   1 qt. (0.946 l) paint thinner
   1 qt. (0.946 l) medium to dark antique glaze
   1 bag steel wool
   1 yard (0.914 m) cheese cloth
   1/2 gallon (1.89 l) water
   2 bottles white plastic glue
   1 masonite sheet, 4' x 4', cut into 25 pieces 6" x 12" x 1/8" (15.24 cm x 30.48 cm x 0.3175 cm)
   1 can clear spray finish
   1 roll masking tape
   Stack of newspapers
   7 sheets poster board
   2 hand jig saw blades, masonite

D. Preparation Prior to Class

Have students bring from home a picture of their choosing not to exceed 5" x 10" (12.7 cm x 25.4 cm) in size.

Obtain the following:
Glue
Sandpaper
2 waste baskets
Steel wool
Rags
Brushes
Thinner
Water
Latex paint
Antique glaze
Cheese cloth
Spray finish
Newspapers
Tape – 1" masking (2.54 cm)
Activity screen
Screen or blank wall space
Overhead projector
Masonite – 4' x 4' x 1/8" (1.219 m x 1.219 m x 0.3175 cm)
Poster board – a piece per 2 students

Choose the number of manuals needed for class.

With hand jig saw, cut 6" x 12" (15.24 cm x 30.48 cm) pieces from 4' x 4' (1.219 m x 1.219 m) sheet of masonite. Cut the number you need for your class plus a few extra for mistakes.

Provide an area where students can cut (2) two 2" x 28" strips from poster board. (One sheet of poster board = 4½ students).

Assemble color area signs.

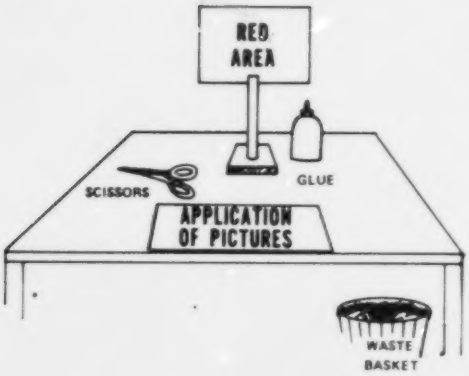
Quarter sheets of sandpaper – 8 sheets should give you 32 pieces.

Cut cheese cloth in 4" x 4" (10.16 cm x 10.16 cm) squares.

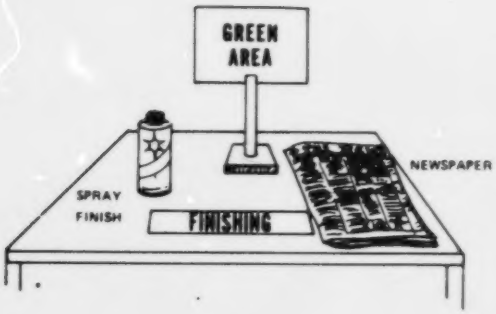
Locate six work areas (these may be tables) capable of handling your class numbers.

Set up each color area by using the following drawing of work areas as a guide.

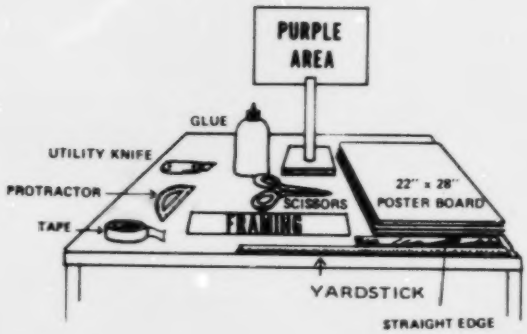
BLACK AREA
SANDPAPER
PREPARATION
RAGS


RED AREA
GLUE
SCISSORS
APPLICATION OF PICTURES
WASTE BASKET

YELLOW AREA
LATEX PAINT
WATER
PREPARATION
RAGS
WATER BRUSHES


GREEN AREA
NEWSPAPER
SPRAY FINISH
FINISHING

BLUE AREA
ANTIQUE GLAZE
THINNER
ANTIQUING
THINNER BRUSHES
RAGS
STEEL WOOL
CHEESE CLOTH
WASTE BASKET


PURPLE AREA
GLUE
UTILITY KNIFE
PROTRACTOR
TAPE
SCISSORS
22" x 28" POSTER BOARD
FRAMING
YARDSTICK
STRAIGHT EDGE

Run off from masters provided, student "Checklist Color Areas" and staple copies together.

Run off VIEW fact sheet. There should be one for each student plus a few extras. Use Masters provided.

Run off "Interview Survey Sheet." There should be one for each student plus a few extras. Use Masters provided.

Assemble transparencies for the introduction of the activity.

Gather free pamphlets & booklets from near-by builders' supply or hardware company or write for booklets. Address:

The Martin-Senour Company, Division of the Sherwin Williams Company, 148 Cain Street N.E., Suite 700, Atlanta, Georgia 30303

(Wall Paper Hanging)
Reed Dwoskin
4617 E. Independence Blvd.
Charlotte, NC

"Local Builders"

Set up overhead projector for viewing:
Use screen if available,or
Blank wall space

Set up an area called "Material Center" for students. For each student place:
Instruction manual – 1 ea.
Piece of masonite, 6" x 12"(15.24 cm x 30.48 cm)
Check list booklet – 1 ea.

E. During Class Session

Give a brief introduction to activity (see below).

Have students secure:
1 – 6" x 12" x 1/8" masonite (15.24 cm x 30.48 cm x 0.3175 cm)
1 – Activity Check List Booklet
1 – Student Activity No. 5 – Painting and Decorating Booklet

Describe to the students, with the use of transparencies, how they will progress through the activity booklet. Explain color relationships between booklet, check list, and work areas. Note that they must successfully complete each check list before moving to the next color area.

Inform students of the safety rules and points in each appropriate area. "Use transparencies". (See introduction)

Use transparencies No. 1 – 7 to introduce activity.

Oversee the activity and advise only where needed.

NOTE: Frame may be antiqued and edges blackened with felt tip pen.

INTRODUCTION – This activity is derived from the painting and decorating industry. It is designed to expose students to preparing and antiquing wood on which they will mount a picture and later will frame for a decorative effect.

Transparency No. 1 – When looking at this flow chart of the different work areas, please note that each area is identified by a color. You will progress from each area to the next until the activity is completed.

Transparency No. 2 – At each area, the Blue Area for example, all the tools and equipment necessary for the successful completion of that task are located within that area.

Transparency No. 3 – Let's look at a page in our manual, the Blue Area – Antiquing Stage. Notice a picture of the area and step-by-step instructions following. After successful completion of that area, you must answer the appropriate check list, in this case the "Blue Check List".

Transparency No. 4 – You will complete each answer and have the instructor check your work before proceeding to the next color area.

As you can see, you will work in each color area until you have successfully completed it. Let's look at a few safety rules we must be aware of. To simplify, they are listed under each color they pertain to.

Transparency No. 5 – Green Area Rules:

1. When using the spray finish, keep away from open flames. The finish is very combustible.
2. Spray the finish in well ventilated area. Vapors are very harmful to breathe. Example – by open window.

Transparency No. 6 – The Blue Area

1. Paint thinner should be kept in metal cans at all times.
2. If paint thinner comes in contact with eyes or begins to irritate skin, flush immediately in water and contact instructor.

Transparency No. 7 – The Purple Area

1. Care should be taken when using utility knives. They are razor sharp.
2. Cut poster board only on a hard surface provided by the instructor.

With these safety facts in mind, open

your student activity manual and proceed with page 1. Read each page and complete each activity before proceeding to the next.

F. Follow-up Activities

1. Using the VIEW Fact Sheet, the student will answer questions about an occupation related to painting and decorating. Examples of occupations to choose from are:
   - Painter
   - Painter Apprentice
   - Interior Designer

2. Using a copy of the Interview Survey Sheet, the student will interview a person currently employed in the painting and decorating field.

3. Students will participate in a class discussion and describe verbally their likes and dislikes of the activity they completed.

4. Using the newspaper or possibly a local job service office, the student will locate and record advertisements for jobs related to painting and decorating.

ANSWER KEY

Black Area

3. b

Yellow Area

1. Yes
2. Yes
3. Yes
4. Yes
5. Yes

Blue Area

1. a
2. b
3. Yes

Red Area

1. Yes
2. Yes
3. Yes

Green Area

1. a. To prevent a fire.
   b. Fumes are harmful to breathe.
2. Yes
3. Yes

Purple Area

1. a
2. c
3. b

MASTERS FOR DUPLICATION

1. VIEW Fact Sheet
2. Color Check Lists
   - Black Area
   - Yellow Area
   - Blue Area
   - Red Area
   - Green Area
   - Purple Area
3. Interview Survey Sheet

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. ← 1 2 3 4 5 → I like it.

COLOR CHECK LIST

Name: _____

Class: _____

Check List – Black Area

1. Check off and answer the following questions on the black area.

2. Check if completed:

   smoothed edges of material

   sanded surfaces of material

3. Circle "best" answer:

   Why did you sand the surface of the material?

   a. to get it smooth

   b. so the paint will stick

4. When you have finished have your teacher check your answers.

5. If answers are correct and question No. 2 is complete, go to Instructional Objective II – Yellow Area page.

6. If your answers are incorrect, or if question No. 2 is incomplete, go back to Steps 2 and 3 and review; then answer questions correctly and proceed to Instructional Objective II.

Check List – Yellow Area

Answer the following questions on the Yellow Area.
Check "Yes" or "No"

1. Have you painted the entire piece of material? Yes___No ____

2. Is the paint spread smoothly?

   Yes____No____

3. Have you washed and cleaned your brush properly?

   Yes____No____

4. Did you put your brush back in the box labeled "Water Brushes"?

   Yes ___No____

5. Is your material dry?

   Yes ___ No____

6. When you have finished, have your teacher check your answers.

7. If you have successfully completed these questions, proceed to Instructional Objective III.

8. If you need to work on any question, go back to Step 1 and review; then answer the questions and proceed to Instructional Objective III.

Check List – Blue Area

Answer the following questions on the Blue Area.

Circle The Best Answer:

1. Do you use paint thinner or water to wash your brush?
   a. paint thinner
   b. water

2. What was the main purpose of using steel wool?
   a. to take the glaze off
   b. to give your work a good grain effect
   c. to eliminate any mistakes

3. Have you thrown the steel wool and the cheese cloth in the wastebasket? Yes _____ No _____

4. After you complete these questions, have your teacher check them.

5. If you have successfully completed these questions, proceed to Instructional Objective IV, the Red Area.

6. If you need to work on any question, go back to step 1 and review; then answer the questions correctly and proceed to Red Area.

Check List – Red Area

Answer the following questions on the Red Area.

Circle "Yes" or "No"

1. Is your picture staying glued to your antiqued board? Yes No

2. Is your picture smooth? Yes No

3. Have you placed your picture in the center of the board? Yes No

4. After you complete the questions, have your instructor check your work.

5. If you have problems, return to Step 1 and start over.

6. If you have successfully completed these questions, proceed to Instructional Objective V, the Green Area.

Check List – Green Area

Answer the following questions on the Green Area.

1. Why do you need to spray in a well ventilated area? (two reasons)

   a.

   b.

2. Is your finish thin and smooth?

   Yes _____ No _____

3. Is your picture dry?

   Yes _____ No _____

4. After you complete the questions, have your instructor check your work.

5. If you need to work on any question, return to Step 1 and review; then answer the questions correctly.

6. If you have successfully completed these questions, proceed to Instructional Objective VI, the Purple Area.

Check List – Purple Area

Answer the following questions on the Purple Area.

Circle the best answer.

1. What degree did you cut your corners so they would fit?
   a. 45°
   b. 60°
   c. 30°
   d. 90°

2. How wide were your strips for each side of the frame?
   a. 3½" (8.89 cm)
   b. 1½" (3.81 cm)
   c. 2" (5.08 cm)
   d. 2½" (6.35 cm)

3. What was the tool used to mark angles for the corners called?
   a. square
   b. protractor
   c. rule
   d. compass

4. After you complete the questions, have your instructor check your work.

5. If any answers are incorrect, return to Step 1 and review; then correct your answers.

6. If you have successfully completed these questions, check to see if your name is on the cover sheet of this booklet, if so, give your booklet to instructor.

INTERVIEW SURVEY SHEET

Name of Interviewer: _____

Name of Person Interviewed: _____

Age: _____ Sex: _____

Title of Job: _____

Years Employed at that Job: _____
(Total)

Likes of Job: _____

Dislikes of Job: _____

Hours of work per day (average): _____

Hourly Earnings: _____

Comments of Interviewer: _____

_____

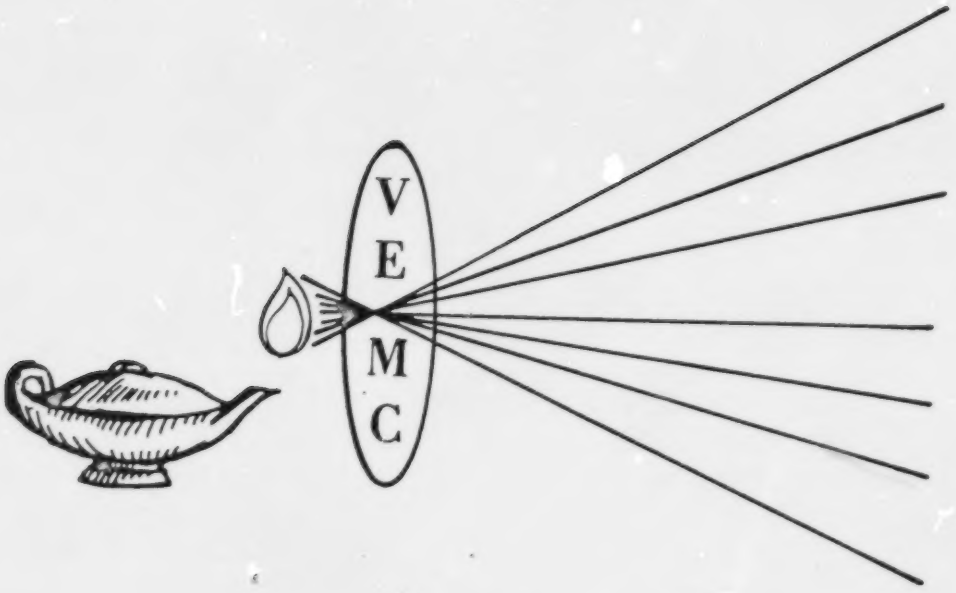
_____

_____

_____

_____

_____



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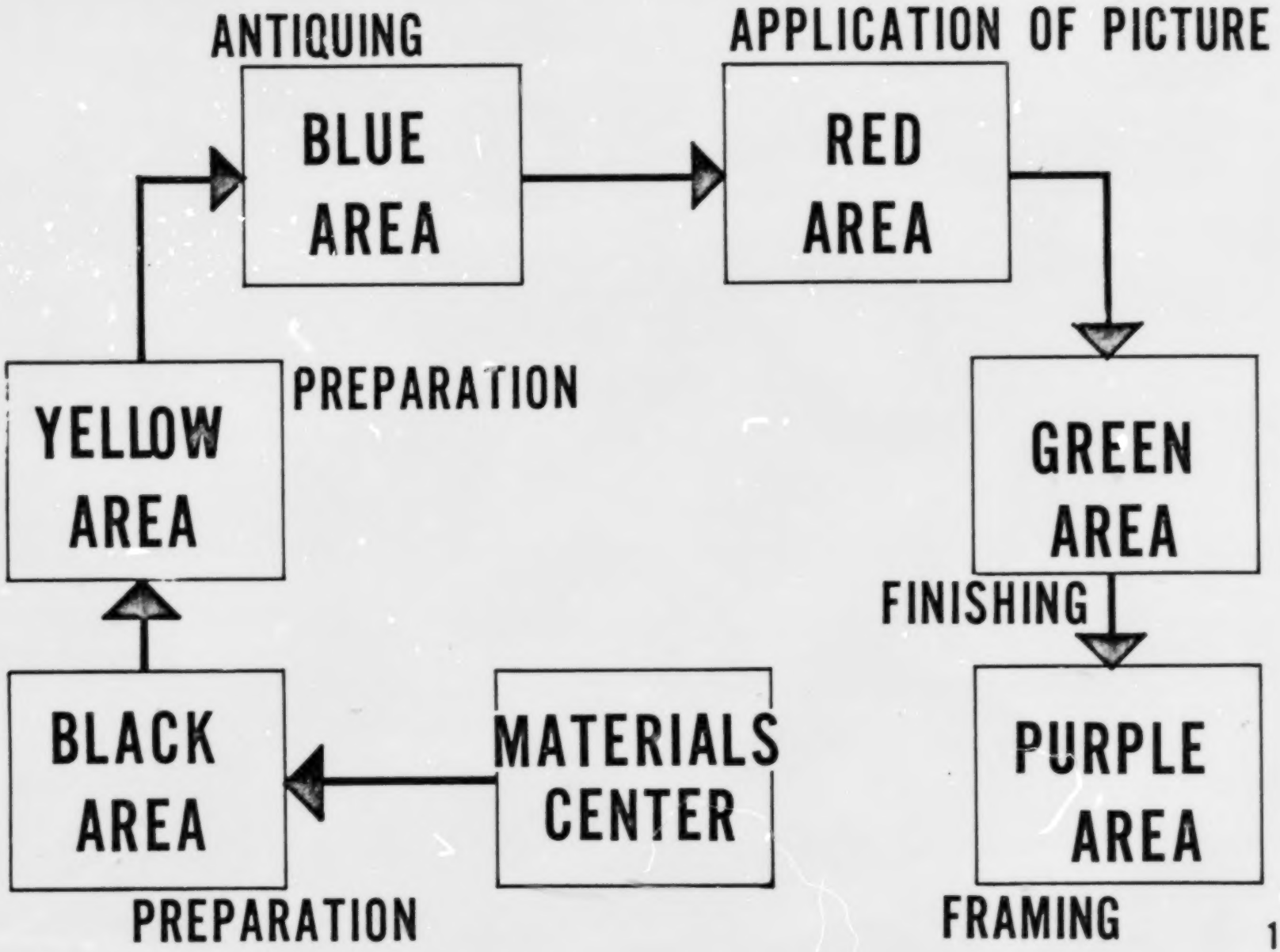

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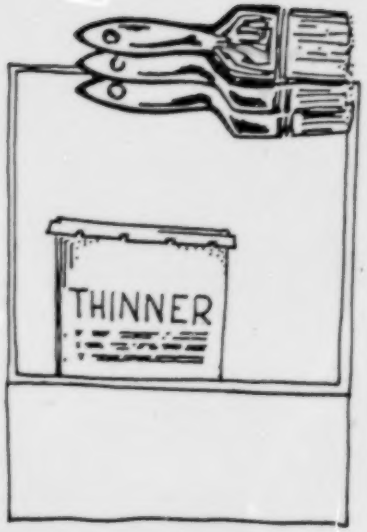

ANTIQUING

2

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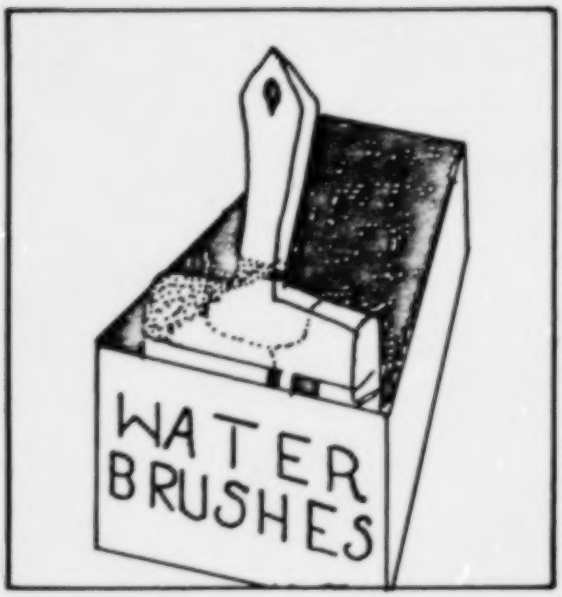
STEP 7 – Place brush in box marked water brushes.



Check Point

Check List – Yellow Area

DO NOT WRITE IN THIS BOOKLET

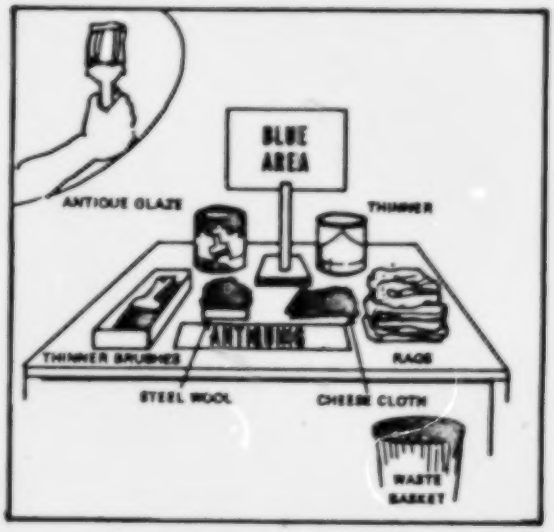
1. Have you painted the entire piece of materlal?
   Yes _____ No _____
2. Is the paint spread smoothly?
   Yes _____ No _____
3. Have you washed and cleaned your brush properly?
   Yes _____ No _____
4. Did you put your brush back in the box labeled "Water Brushes"?
   Yes _____ No _____
5. Is material dry?
   Yes _____ No _____
6. When you have finished, have your teacher check your answers.
7. If your answers are satisfactory, go to Instructional Objective III, Blue Area – Antiquing.
8. If your answers are unsatisfactory, go back to Step 1 and start again, then answer questions correctly, and proceed to Instructional Objective III.

ANTIQUING STAGE

Instructional Objective III

Using the proper materials and equipment provided, the student will apply and wipe the antique finish to the desired effect.

STEP 1 – Move to the Blue Area and secure a paint brush.



STEP 2 – Dip brush in glaze and wipe on the inside edge of the can to rid brush of excess glaze.

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Check List – Blue Area

Answer the following questions on the Blue Area.

Circle The Best Answer:

1. Do you use paint thinner or water to wash your brush?
   a. paint thinner
   b. water

2. What was the main purpose of using steel wool?
   a. to take the glaze off
   b. to give your work a good grain effect
   c. to eliminate any mistakes

3. Have you thrown the steel wool and the cheese cloth in the wastebasket? Yes _____ No _____

4. After you complete these questions, have your teacher check them.

5. If you have successfully completed these questions, proceed to Instructional Objective IV, the Red Area.

6. If you need to work on any question, go back to step 1 and review; then answer the questions correctly and proceed to Red Area.

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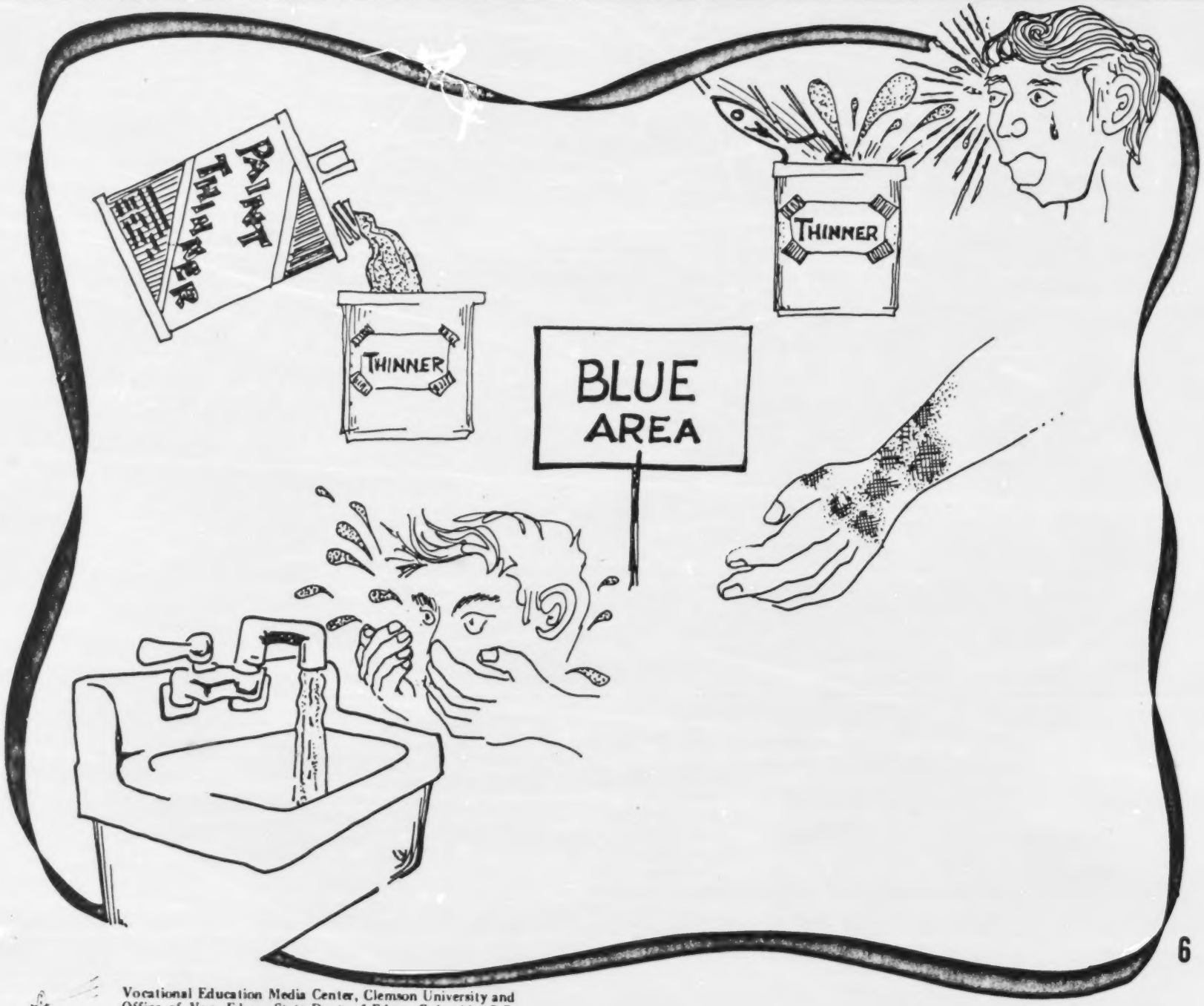

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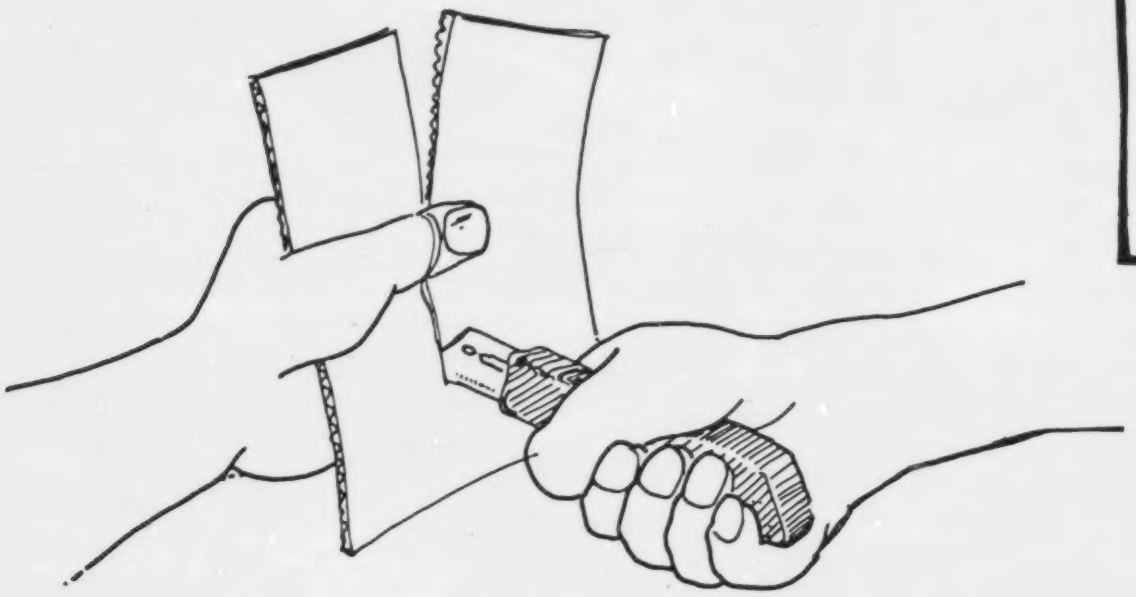

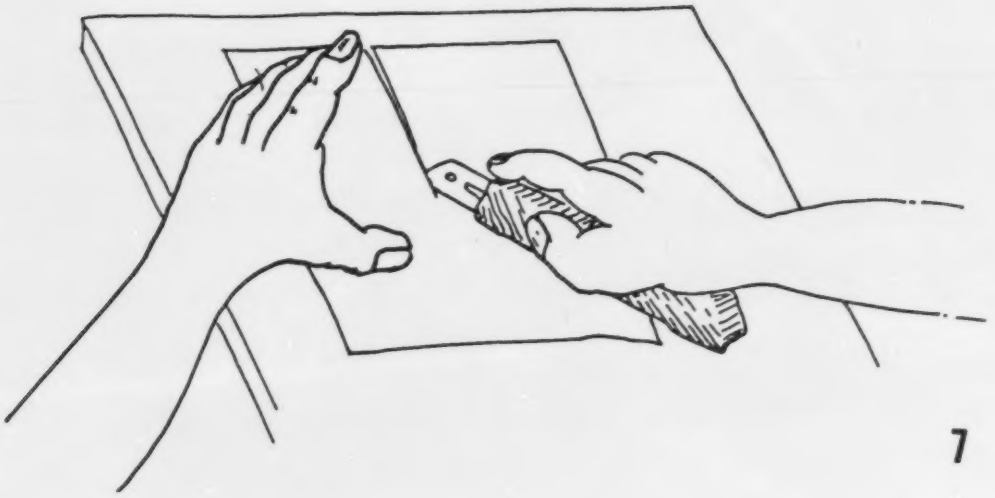

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T & I – PAINTING AND DECORATING

Kit No. 5

Index of Transparencies

Identification	Number
Flow Chart	1
Blue Area Tools and Equipment	2
Blue Area Page from Manual	3
Blue Area Checklist	4
Safety Rules	
Green Area	5
Blue Area	6
Purple Area	7

CARE OF YOUR TRANSPARENCIES

These transparencies are produced by the offset printing method at the Vocational Education Media Center, Clemson University, Clemson, South Carolina. They are designed to be an aid to you in your teaching program. Although they are developed by economy techniques, they will last many years if you will care for them. Here are some suggestions we believe will help you in caring for them:

1. The transparencies have been dusted during the printing process. This dust may be washed off with a damp, soft cloth. Use water only. The dust can cause unsightly shadows on your projector. Dry the transparencies gently with a cloth, paper towel, or by spreading them out on a table until dry.

2. Please do not write on the transparency with a grease or wax pencil. If you wish to emphasize something, place a clear sheet of plastic over the transparency and write on the clear sheet. This will prevent possible abrasion to the transparency.

3. Store this folder in a good filing cabinet. If you wish to mount them you may. Overlays should be hinged together to start with.

4. Store in a dry place.

5. Yes, the plastic will bend, tear and scratch – if you let it be abused. Cared for properly, it will last for many years.

6. To separate the transparency from the slip sheet, grasp the transparency in one hand and the slip sheet in the other, near the glue strip, and carefully pull the two apart.

T & I – PAINTING AND DECORATING

Kit No. 5

STUDENT
LEARNING ACTIVITY GUIDE

Prepared by

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In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

1978

PAINTING and DECORATING

INTRODUCTION

This activity is focused around a cluster of work called "Painting and Decorating". Painting and decorating is a topic each of us is surrounded by every day. The following activity deals with making a decorative hanging for a wall. By using this step-by-step instructional manual you will employ several simple methods to complete this activity. Upon completion you will have been exposed to several aspects of painting and decorating that could be expanded to fit varying situations in your everyday life.

GOALS

1. The student will become familiar with the processes in preparing wood for antiquing.
2. The student will learn how to antique wood.
3. The student will learn how to attach pictures to wood by gluing.
4. The student will become familiar with processes involved in framing a picture.
5. The student will demonstrate individual likes or dislikes by selection of a picture to mount.

DIRECTIONS

This manual is designed to be used as a self-instructional booklet for high school students. You will proceed using this manual following a general group meeting between the class and the instructor. This meeting will include discussion of the safety points to be followed throughout your activity. Also identified will be the different work areas and tools for proper completion of each activity.

Your activity is broken down into six (6) major areas of completion. Each of these areas is coded with a color. You will find all the tools and materials necessary for completion of that color stage located within that area.

You must follow all directions and the step-by-step process within the booklets for proper completion of your activity. At no time should you move to the next step without the successful completion of the preceding operation, and of the check list provided for that area. Upon completion of the proper color check list, proceed to the next area.

MATERIAL

A. Procure the following from materials center:

One piece of 1/8" x 6" x 12" Masonite
One instructional booklet

B. Bring the following from home: Tomorrow!

A picture of your choice not to exceed 5" x 10" (12.7 cm x 25.4 cm) in size

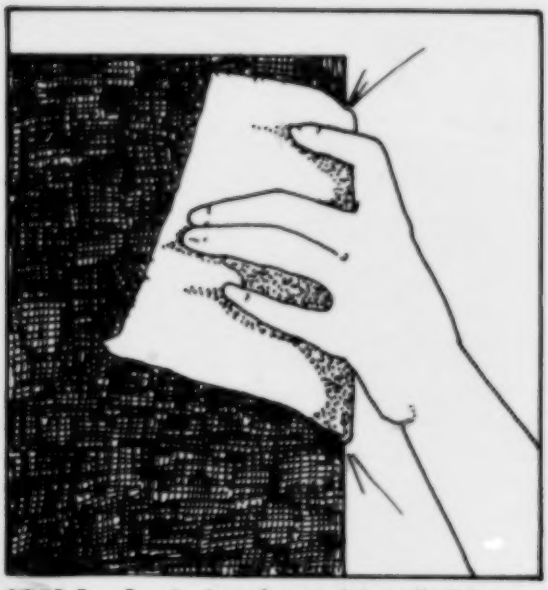
PROGRAMMED TEXT

PREPARATION STAGE

Instructional Objective 1

The student will prepare the material for painting.

STEP 1 – Move to the Black Area and secure one piece of sand paper.



STEP 2 – Sand edge of material until all burrs are removed.

STEP 3 – Sand the smooth surface so the paint will stick.

Check Point

Check List – Black Area

1. Check off and answer the following questions on the black area Check List. Do not write in this book.

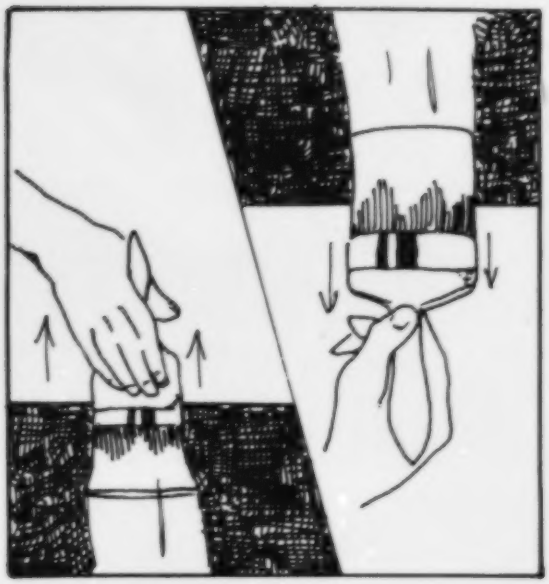
2. Check if completed:
   Smoothed edges of material
   Sanded surface of material
3. Circle best answer:
   Why did you sand the surface of the material?
   a. to get it smooth
   b. so the paint will stick
4. When you have finished, have your teacher check your answers.
5. If answers are satisfactory, go on to Instructional Objective II – Yellow Area Page.
6. If your answers are unsatisfactory, go back to Steps 2 and 3 and review, then answer questions correctly and proceed to Instructional Objective II.

Instructional Objective II

Using the proper materials and equipment the student will paint the entire surface of the material.

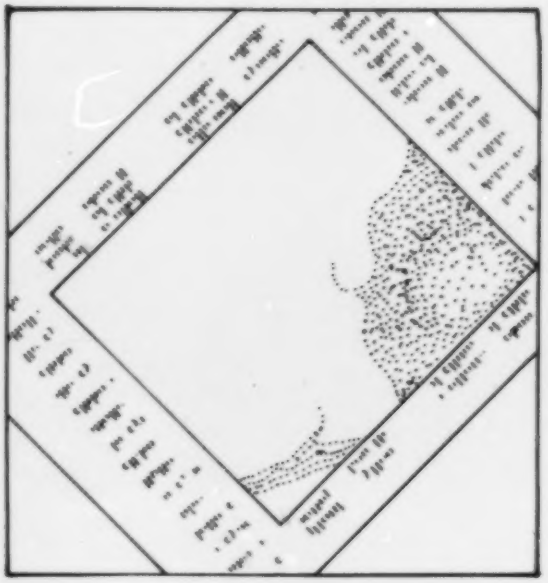
STEP 1 – Move to the Yellow Area and secure one paint brush.

STEP 2 – Dip the brush into the paint; then wipe the side of the brush on the inside of the can to eliminate the excess paint.

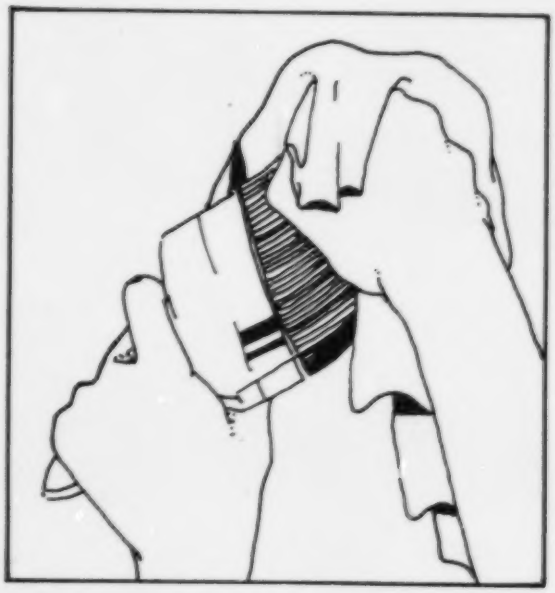


STEP 3 – Spread the paint onto your material with smooth straight motions. Apply as many coats as needed to cover material.

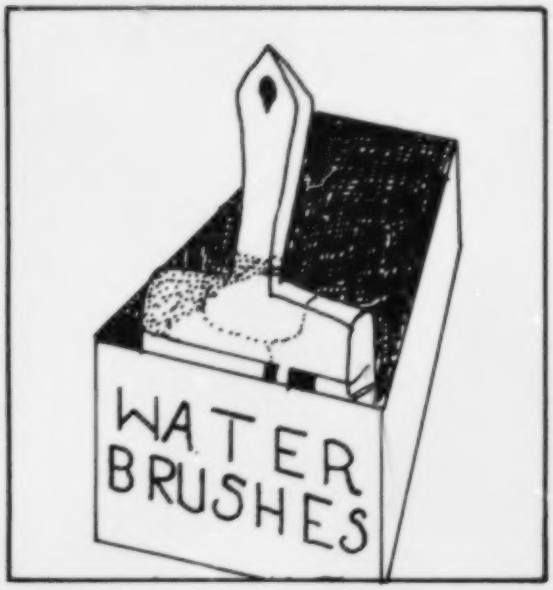
STEP 5 – Clean the paint brush by washing the brush in the can marked "water".



STEP 4 – Set your work aside to dry.



STEP 6 – Dry brush with rags.



STEP 7 – Place brush in box marked water brushes.

Check Point

Check List – Yellow Area

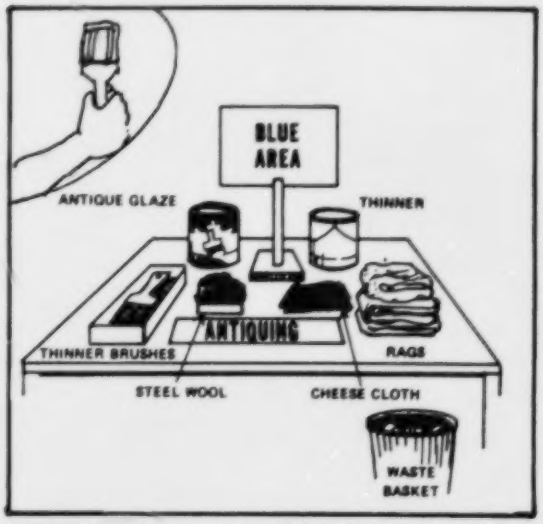
DO NOT WRITE IN THIS BOOKLET

1. Have you painted the entire piece of material?
   Yes _____ No _____
2. Is the paint spread smoothly?
   Yes _____ No _____
3. Have you washed and cleaned your brush properly?
   Yes _____ No _____
4. Did you put your brush back in the box labeled "Water Brushes"?
   Yes _____ No _____
5. Is material dry?
   Yes _____ No _____
6. When you have finished, have your teacher check your answers.
7. If your answers are satisfactory, go to Instructional Objective III, Blue Area – Antiquing.
8. If your answers are unsatisfactory, go back to Step 1 and start again, then answer questions correctly, and proceed to Instructional Objective III.

ANTIQUING STAGE

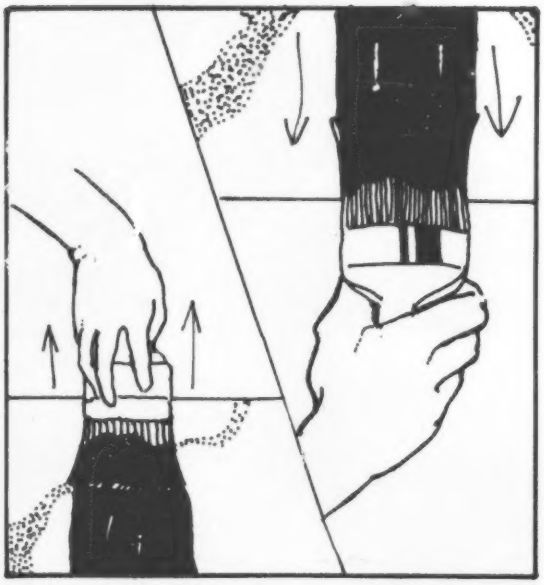
Instructional Objective III

Using the proper materials and equipment provided, the student will apply and wipe the antique finish to the desired effect.



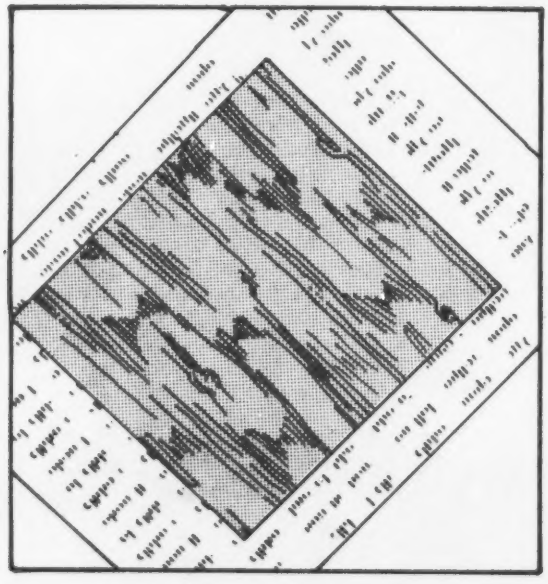
STEP 1 – Move to the Blue Area and secure a paint brush.

STEP 2 – Dip brush in glaze and wipe on the inside edge of the can to rid brush of excess glaze.

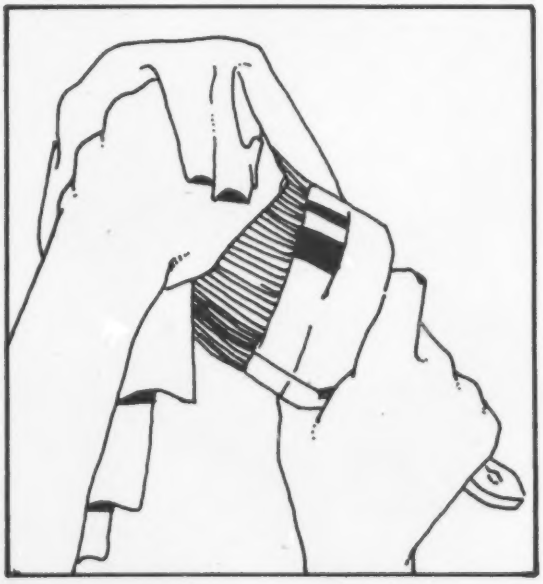


STEP 3 – Spread antique glaze over surface in smooth straight motions.

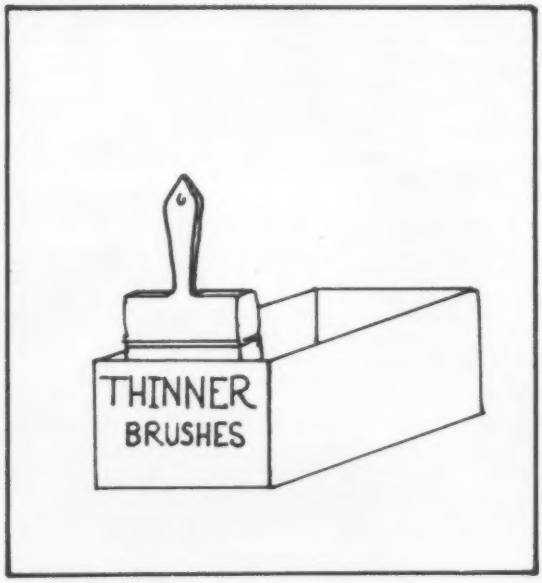
STEP 5 – Antique glaze is oil base paint; therefore paint thinner must be used to clean brushes. Wash brush out in can labeled thinner. Note: Repeated washings may be necessary.



STEP 4 – Set work aside on paper for 5 minutes.



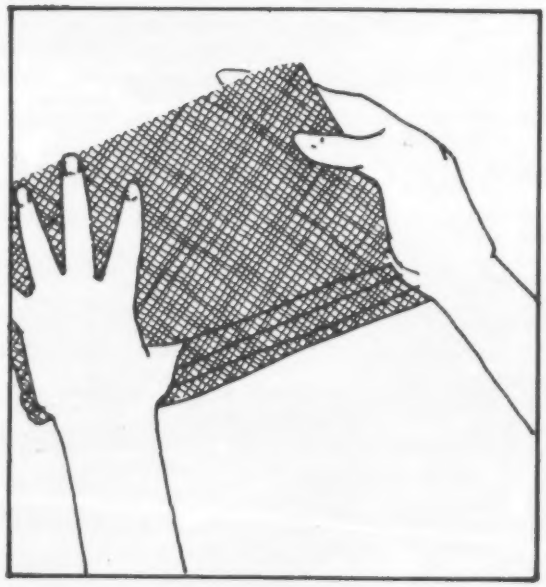
STEP 6 – Dry brush with rags located on the table.



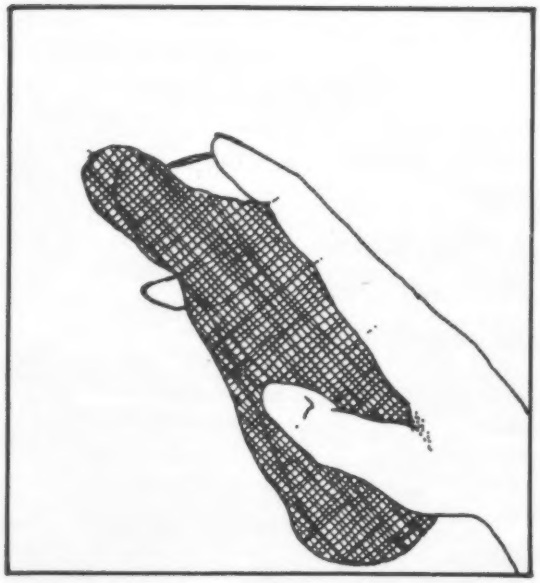
STEP 7 – Place brush in box labeled "thinner brushes".

STEP 9 – Fold square again in half.

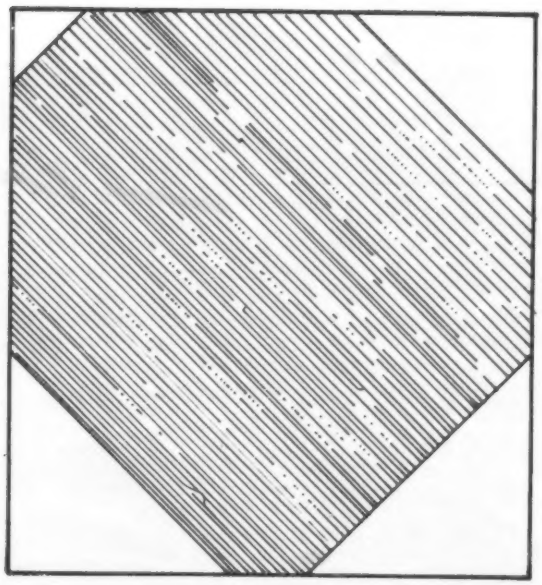
STEP 8 – Get a square of cheese cloth from the table.



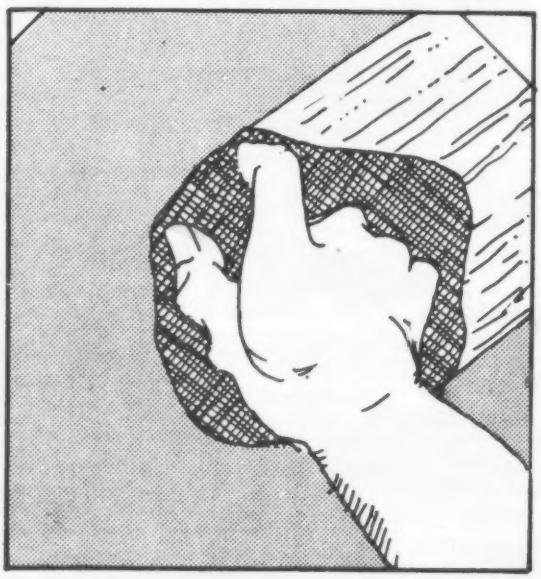
STEP 10 – Fold once again in half.



STEP 11 – You should now have a small square to work with.

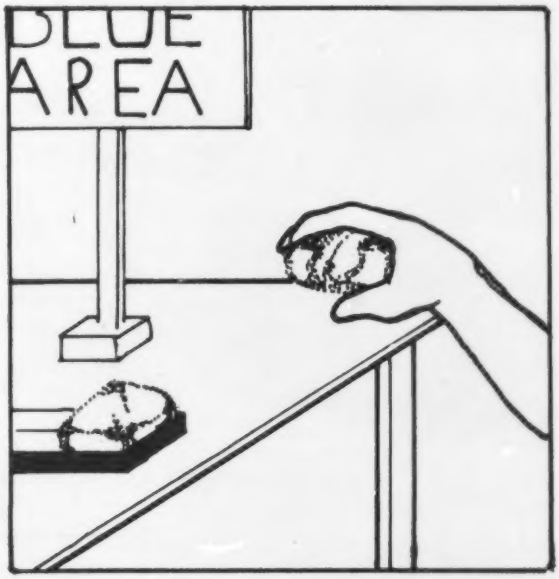


STEP 13 – Wipe the entire surface. Note: Your work should appear streaked.



STEP 12 – "Gently" wipe the antique glaze on your material in straight lines.

STEP 14 – Dispose of cheese cloth in waste can.



STEP 15 – Get a small piece of steel wool from the Blue Area.

STEP 16 – Lightly wipe your work in the same direction with the steel wool as you did with the cheese cloth.

STEP 17 – Dispose of the steel wool when you reach the best "wood grain" effect. Set your work aside to dry.

Check Point

Check List – Blue Area

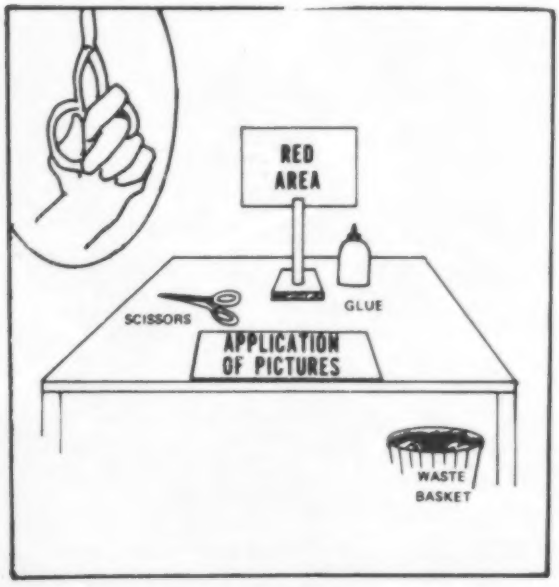
Answer questions on Blue Area Check List. DO NOT WRITE IN THIS BOOKLET:

Circle Best Answer:

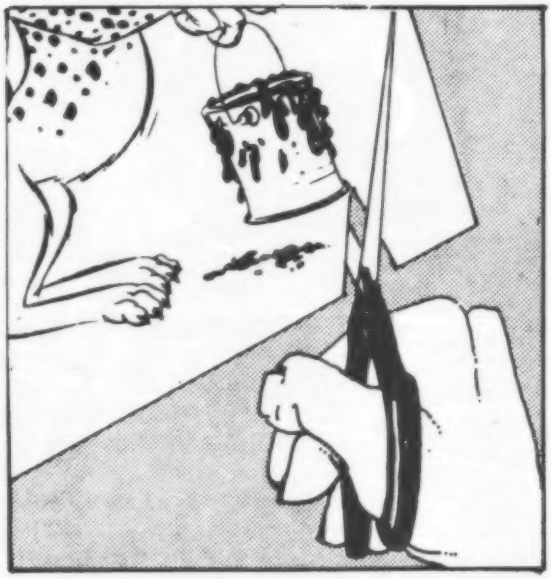
1. Do you use paint thinner or water to wash your brush?
   a. Paint thinner
   b. Water
2. What was the main purpose of using the steel wool?
   a. To take the glaze off
   b. To give your work a wood grain effect.
   c. To eliminate any mistakes
3. Have you thrown the steel wool and the cheese cloth in the waste basket?
   Yes _____ No _____
4. After you complete these questions, have your teacher check them.
5. If you have successfully completed these questions, proceed to Instructional Objective IV - the Red Area.
6. If you need to work on any questions, go back to Step 1 and review, then answer the questions correctly and proceed to the Red Area.

Instructional Objective IV

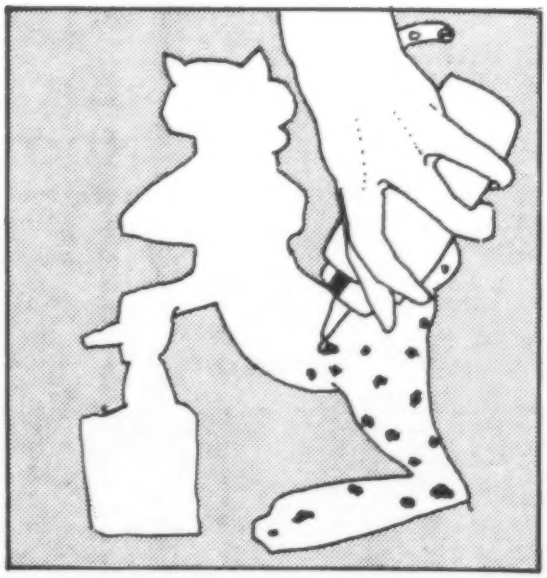
Given the proper tools and supplies, the student will trim and apply the picture to the antiqued board.



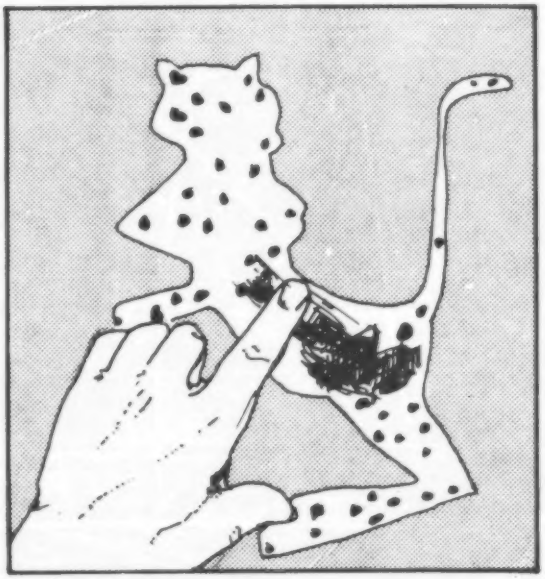
STEP 1 – Move to the Red Area and secure one pair of scissors.



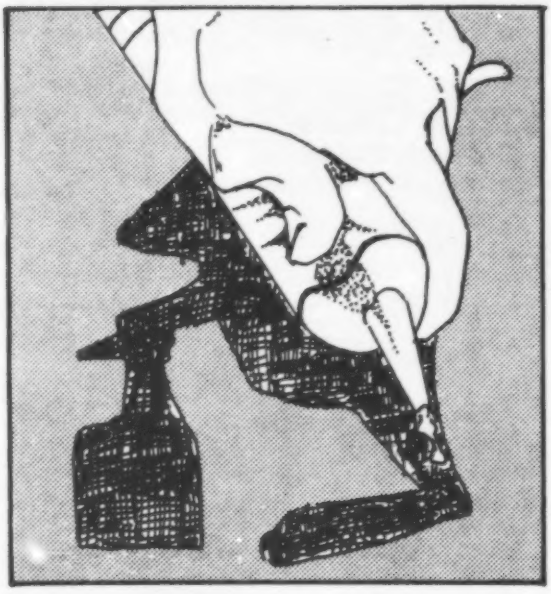
STEP 2 – With the scissors, trim the edges of your picture or cut your picture out of its background. Be careful not to cut the figure.



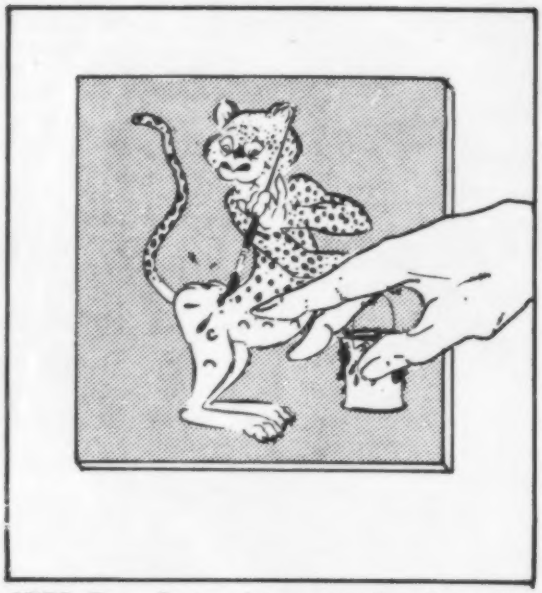
STEP 3 – Apply small dots of glue on the back of your picture.



STEP 4 – Spread the glue very thin over the entire picture.

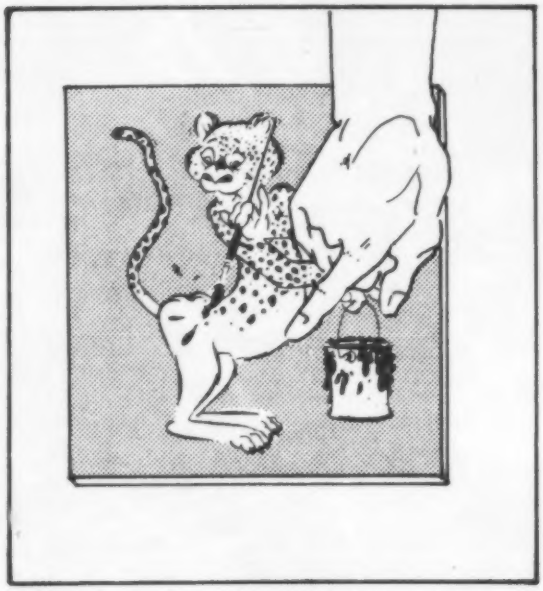


STEP 5 – Apply more glue if necessary on the edges of the picture.



STEP 7 – Press picture starting from the center and working toward the edges.

STEP 6 – Center the picture on the board.



STEP 8 – Smooth any bubbles that may appear with your fingers. Continue to press picture until glue has set.

STEP 9 – Your picture should appear as such.

Check Point

Check List – Red Area

Answer the following questions on Red Area Check List.

DO NOT WRITE IN THIS BOOKLET

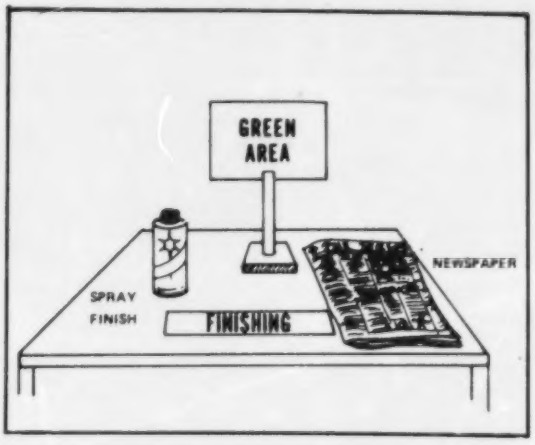
Check "Yes" or "No"

1. Is your picture staying glued to your antiqued board?
   Yes _____ No _____
2. Is your picture smooth?
   Yes _____ No _____
3. Have you placed your picture in the center of the board?
   Yes _____ No _____
4. After you complete the questions, have the instructor check your work.
5. If you have problems, return to Step 1 and start over.
6. If you have successfully completed these questions, proceed to Instructional Objective V.

FINISHING AREA

Instructional Objective V

Given the proper materials and place to work, the student will safely apply a thin and smooth finish to the picture mounted.



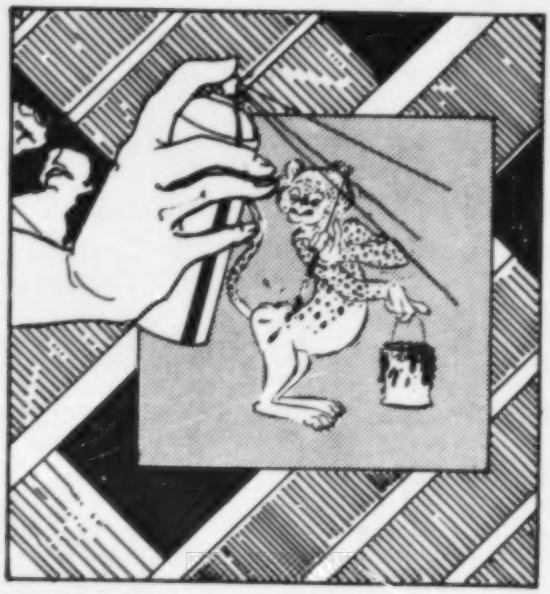
STEP 1 – Move to the Green Area and secure a piece of newspaper.

STEP 2 – Prepare area for spraying by spreading newspapers on a flat surface.

Safety Note:

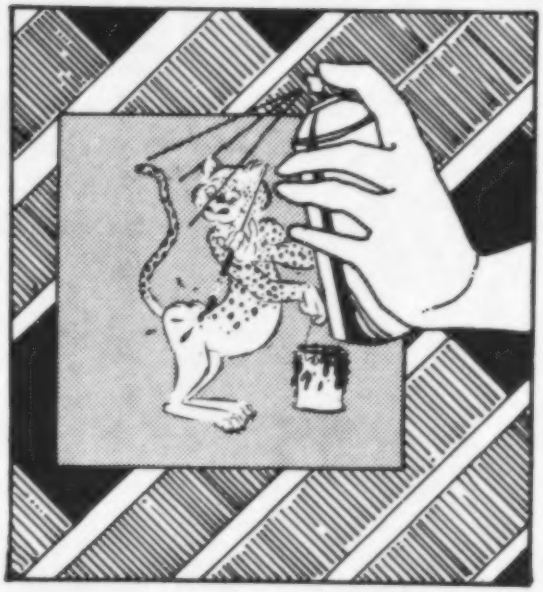
a. Locate away from any open flames
b. Provide proper ventilation
c. Fumes are harmful to breathe.
   Example: Near an open window if available.

STEP 3 – Secure a can of spray finish.



STEP 5 – Spray a light coat of finish, holding the can 6"(15.24 cm) to 10"(25.4 cm) away from the picture. Cover the entire picture and board.

STEP 4 – Lay your work on newspaper with picture facing up.



STEP 6 – Spray a second coat after first coat has dried. Allow pictures to dry for 10 minutes.

Check Point

Check List – Green Area

Answer the following questions on Green Area Handout.

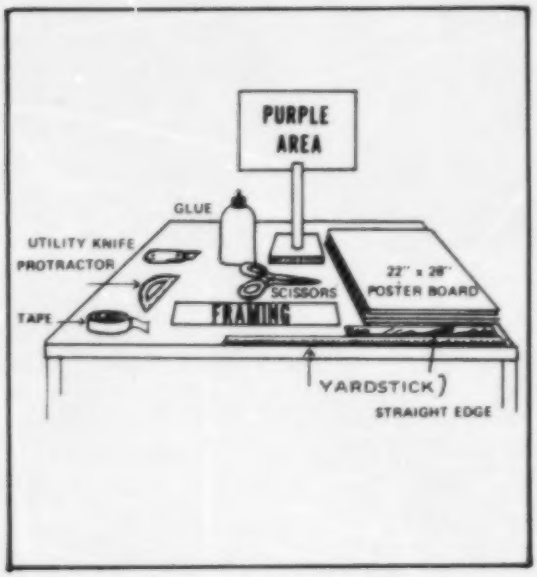
DO NOT WRITE IN THIS BOOKLET

1. Why do you need to spray in a well ventilated place? (2 reasons)
   a.
   b.
2. Is your finish thin and smooth?
   Yes _____ No _____
3. Is your picture dry?
   Yes _____ No _____
4. After you complete the questions, have the instructor check your work.
5. If your answers are not satisfactory, return to Step 1 and review; then answer questions correctly.
6. If you have successfully completed these questions, proceed to Instructional Objective VI.

FRAMING STAGE

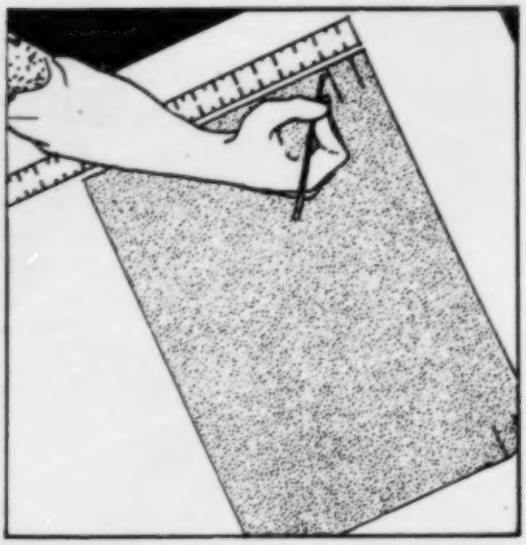
Instructional Objective VI

Given the proper tools and supplies, the student will make and assemble a frame to the antiqued picture.

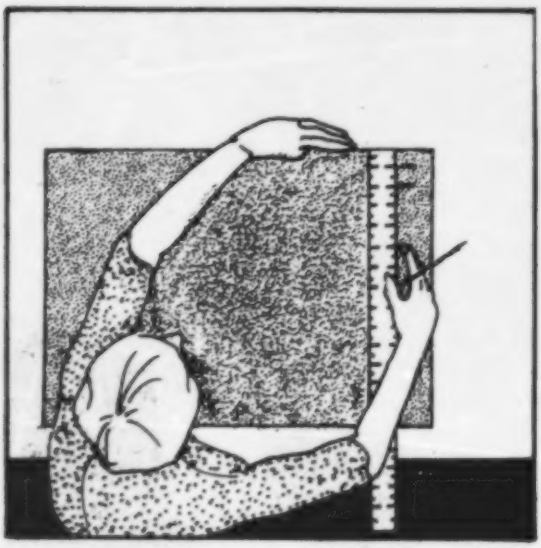


STEP 1 – Move to the Purple Area.

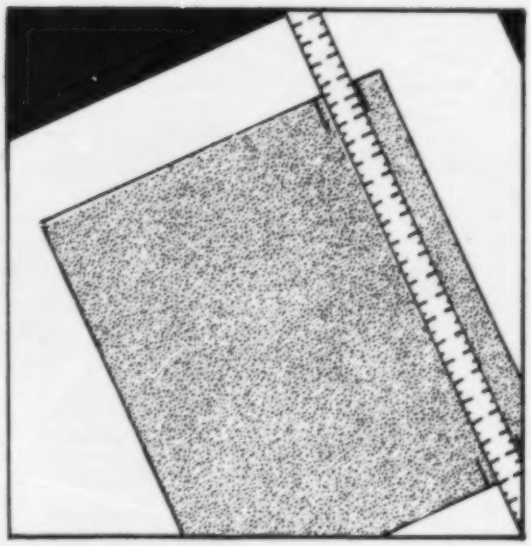
STEP 2 – Choose a piece of poster board.



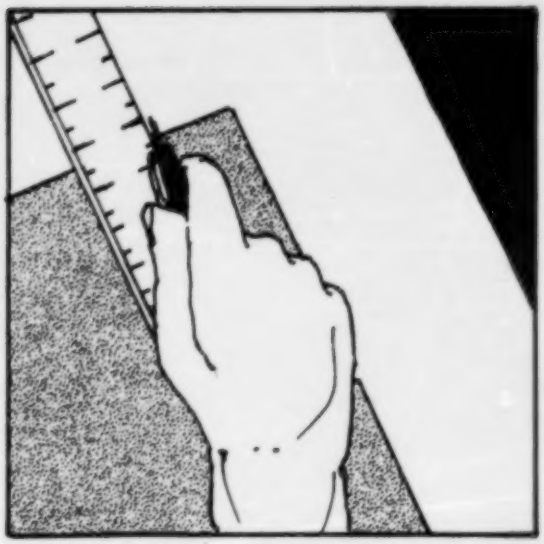
STEP 4 – Turn poster board around and mark 2 places 2"(5.08 cm) apart along the opposite side starting from the RIGHT side of poster board. Note: In order for the top and bottom marks to be in line, you must start marking this edge from the right side.



STEP 3 – With a yardstick mark 2 places 2"(5.08 cm) apart along the long side of poster board.

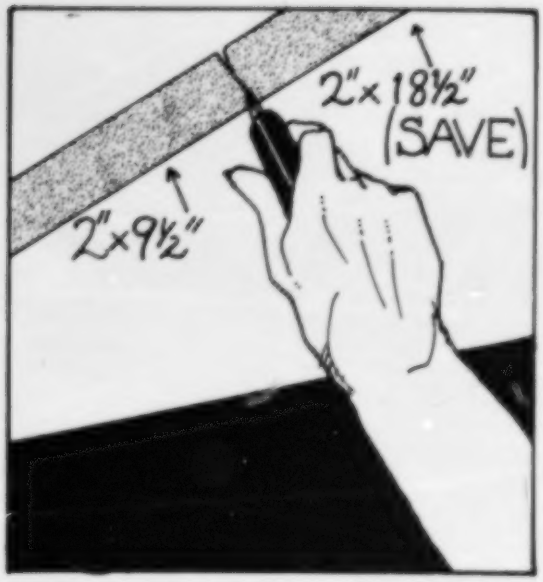


STEP 5 – Lay straight edge in line with first mark at top and bottom.

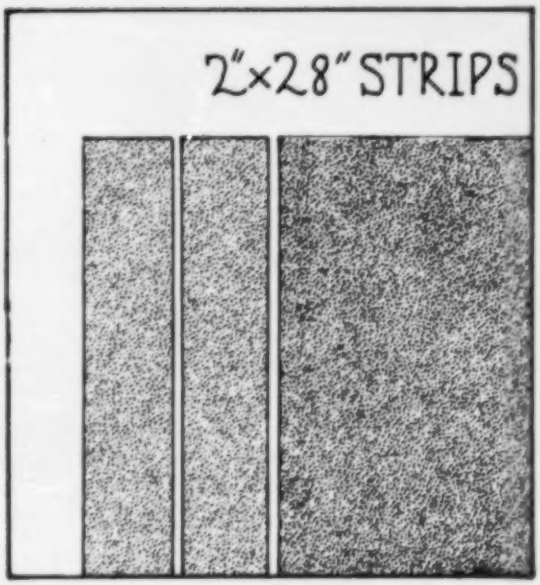


STEP 6 – With utility knife, strip or cut along straight edge. Care must be taken not to slip. Have a friend help you hold your work.

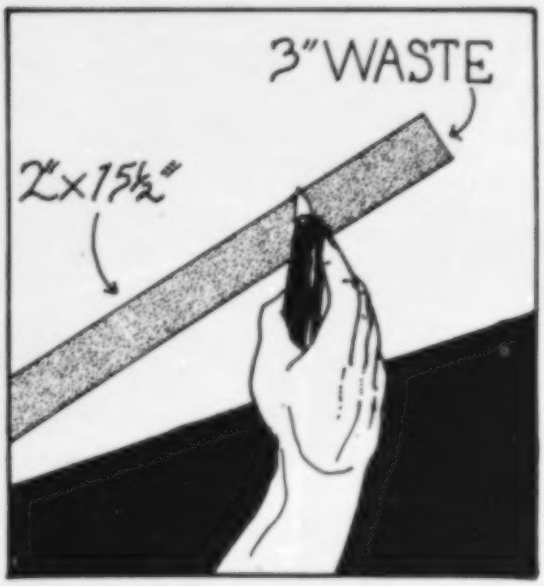
STEP 7 – Cut along each mark.



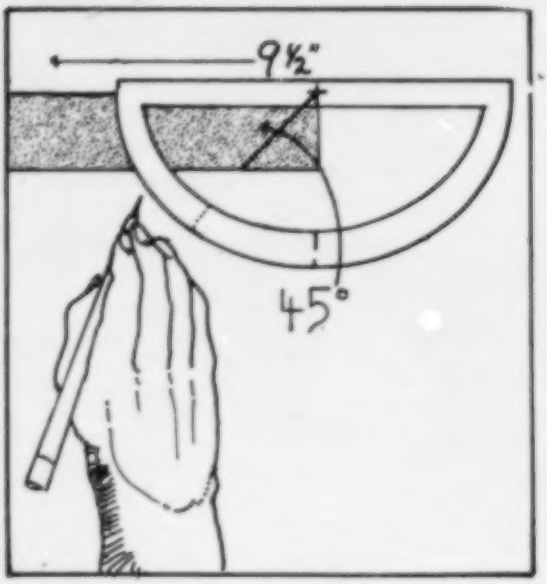
STEP 9 – Measure and cut two (2) pieces 9½"(24.13 cm) long, one from each of the two 2"(5.08 cm) strips.



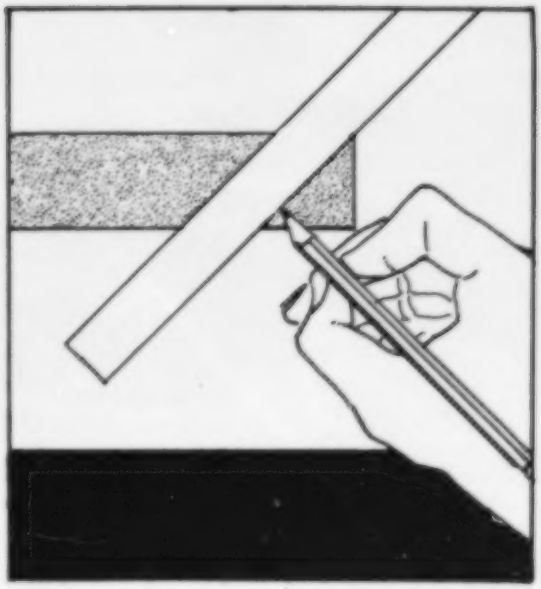
STEP 8 – You should have 2 strips, 2"(5.08 cm) wide x 28"(71.12 cm) long.



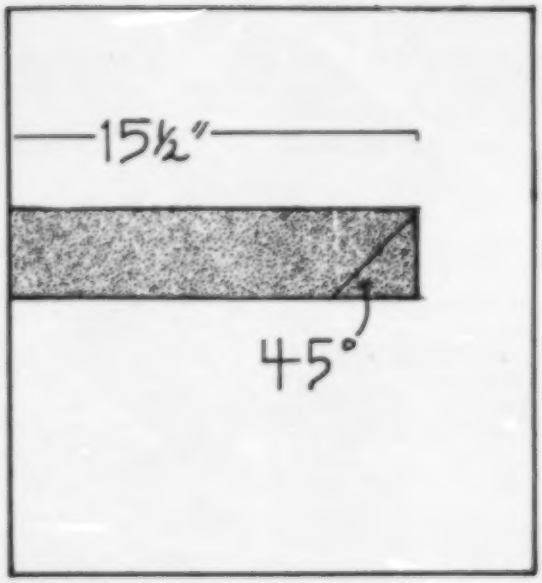
STEP 10 – Measure and cut two (2) pieces 15½ inches (39.37 cm) long from the two remaining 18½ inch strips.



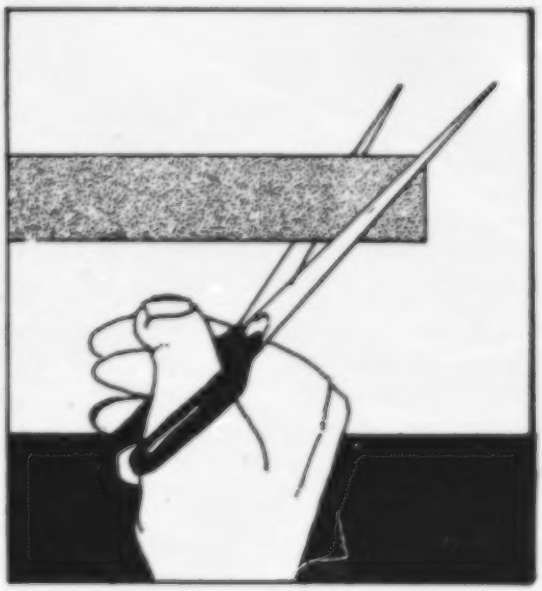
STEP 11 – Mark corners of the frame with a protractor. Place a mark at 45° on corners of 9½" pieces (24.13 cm). Note how the protractor is placed.



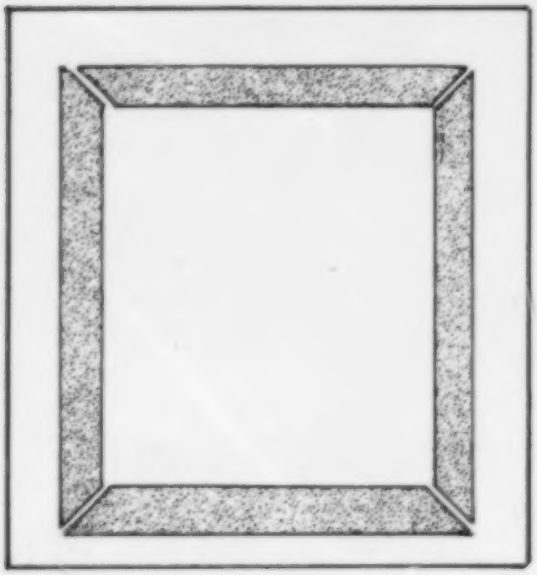
STEP 13 – Draw a line from the corner to the 45° mark using a straight edge. Do this on all four pieces.



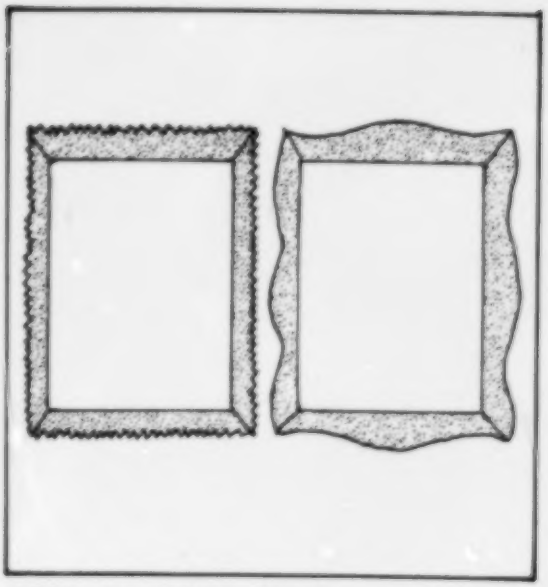
STEP 12 – Do the same on the 15½" (39.37 cm) pieces.



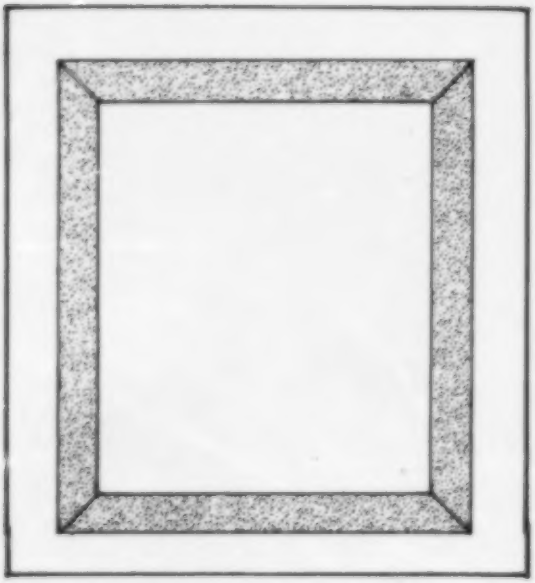
STEP 14 – Cut line with scissors.



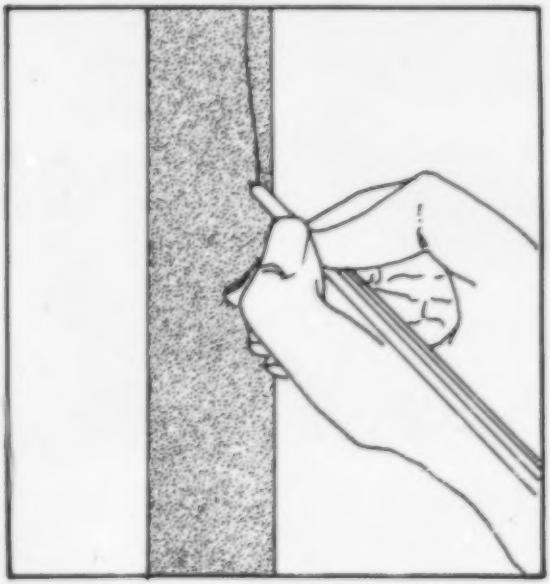
STEP 15 – Your 9½" (24.13 cm) and 15½" (39.37 cm) strips should appear like these with the color side of the poster board facing up.



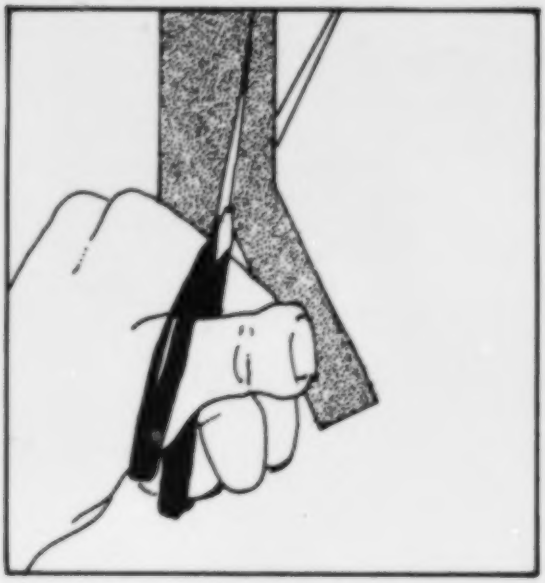
STEP 17 – "Optional": You may choose to have your frame appear wavy on sides - or another design if you like.



STEP 16 – Turn pieces over with color side facing down and slide pieces together.

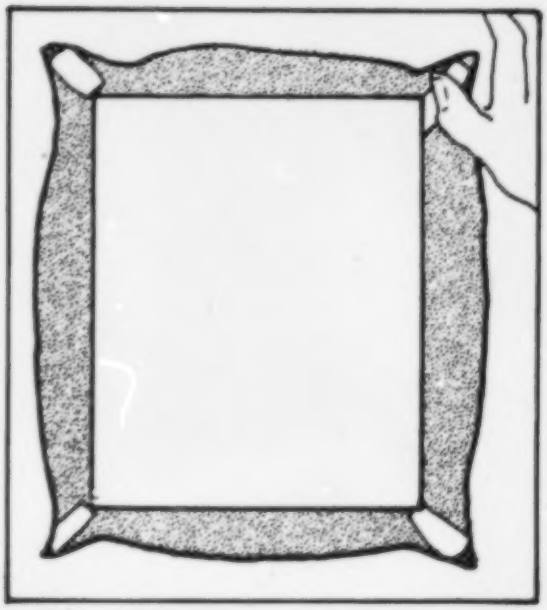


STEP 18 – If so, then simply draw the design on the back side of frame, then...



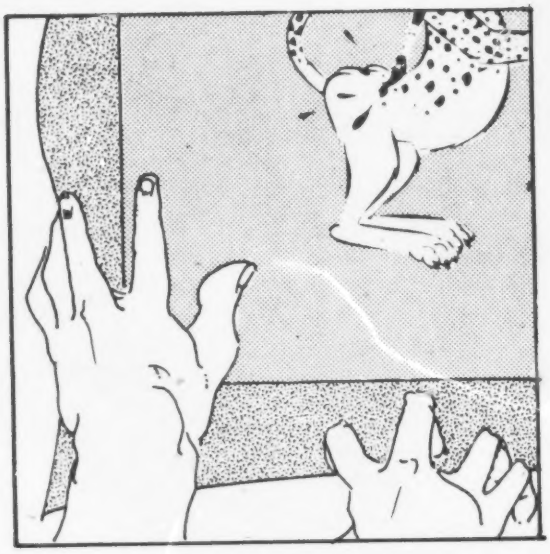
STEP 19 – Cut design out with scissors.

STEP 21 – Apply a narrow bead of glue around inside edge of frame.



STEP 20 – Assemble frame to picture. Whatever design of frame you have decided on, tape corners securely with masking tape.

STEP 22 – Turn frame over – center – and press gently onto antiqued plaque.



STEP 23 – Continue pressing around inside of frame until glue is set.

Check Point

Check List – Purple Area

Answer the following questions on the Purple Area handout.

DO NOT WRITE IN TH..S BOOKLET.

Circle the best answer.

1. What degree did you cut your corners so they would fit?
   a. 45°
   b. 60°
   c. 30°
   d. 90°
2. How wide were your strips for each side of the frame?
   a. 3" (7.62 cm)
   b. 1½" (3.81 cm)
   c. 2" (5.08 cm)
   d. 2½" (6.35 cm)
3. What was the tool used to mark angles for the corners called?
   a. Square
   b. Protractor
   c. Rule
   d. Compass

STEP 24 – Your completed activity should appear similar to this.

970.681-014 COLORER (print. & pub.)

Colors by hand or sprays designs on cards, calendars, maps, and related articles, using colored inks and pens or airbrush, following instructions or working drawings: Applies color to article by stencil or freehand method, depending on article to be colored. May mix and blend paints. May paint monograms on stationery, sprinkle metallic powder over paint, and be designated BRONZER (print. & pub.). May be designated according to article colored as MAP COLORER (print. & pub.).

741.684-018 PAINTER, AIRBRUSH (any ind.)

Coats, decorates, glazes, retouches, or tints articles, such as fishing lures, toys, dolls, pottery, artificial flowers, greeting cards, and household appliances, using airbrush: Stirs or shakes coating liquid and thinner to mix solution to specified consistency. Pours solution into airbrush container, couples airbrush to airhose, and starts compressor or opens valve on compressed-air line. Turns adjusting sleeve on nozzle of airbrush to regulate spray pattern to size of workpiece or area to be sprayed. Presses button on airbrush to spray coating over workpiece, or to spray specified designs and decorations on workpiece, spraying freehand or using stencils, masks, screens, and tape. Cleans airbrush nozzle and hose with solvent. May be designated according to article sprayed as BAIT PAINTER (sports equip.).

PAINTER, SPRAY (any ind.) I spray-gun operator.

Sprays surfaces of machines, manufactured products, or working area with protective or decorative material, such as paint, enamel, glaze, *gel-coat,* or lacquer, using spray gun: Cleans grease and dirt from product, using materials, such as lacquer thinner, turpentine, soap, and water. Applies masking tape over parts and areas that are not to be coated (MASKER (any ind.)]. Fills cavities and dents with putty to attain smooth surface. Selects and mixes coating liquid to produce desired color, according to specifications, using paddle or mechanical mixer. Pours coating liquid into spray container and connects gun to airhose, using wrenches. Turns sprayer valves and nozzle to regulate width and pressure of spray, according to knowledge of painting technique. Pulls trigger and directs spray onto work surface to apply prime or finish coat. Coats areas inaccessible to hand sprayer, using brush. Cleans spraying equipment and brushes with solvent. May heat and spray wax onto products after they are tested. May use acid, wire brush, or steel wool to remove rust from metal. May paint designs on rug surfaces for decorative purposes or for use as guidelines in carving rugs, using spray gun and stencil, and be designated as STENCILER (carpet & rug). May be designated according to article sprayed as HAT SPRAYER (hat & cap); PAINTER, ORDNANCE (firearms); SPRAYER, RAILROAD CAR (loco. & car bldg. & rep.; r.r. trans.); or according to material used as GEL-COAT SPRAYER (ship & boat bldg. & rep.; sports equip.); PORCELAIN-ENAMEL SPRAYER (any ind.). Additional Titles: CERAMIC SPRAYER (brick & tile; pottery & porc.); ENAMELER (pottery & porc.); ENAMEL SPRAYER (any ind.) I; GLAZE SPRAYER (auto. mfg.); LACQUER SPRAYER (any ind.) I; PAINTER, INSIGNIA (aircraft-aerospace mfg.; auto. mfg.); PANEL FINISHER (paint & varn.); PRIMER SPRAYER (aircraft-aerospace mfg.; auto. mfg.); SPRAYER, AUTO PARTS (auto. mfg.); THINNER SPRAYER (auto. mfg.); UNDERCOAT SPRAYER (aircraft-aerospace mfg.; auto. mfg.).

741.687-014 PAINTER HELPER, SPRAY (any ind.) paint-spraying-machine-operator helper; sprayer helper.

Assists PAINTER, SPRAY (any ind.) I to spray-paint surfaces of materials or products, performing any combination of following tasks: Loads and moves materials to work area, using handtruck or dolly. Fills containers with prescribed quantities of paint and thinner. Applies masking to articles [MASKER (any ind.)]. Installs specified nozzles in spray guns. Replaces screens and filters. Cleans and prepares surface of articles to be painted, using solvent, sandpaper, wire brush, and scraper. Pushes painted articles to

and from drying oven, using handtruck. Cleans spray and drying chamber, conveyor, tanks, hoses, and nozzles, using solvent, brushes, and cloths. Racks workpieces on conveyor; and inspects, marks, and transfers finished pieces to stockroom or shipping areas. Positions articles in *jigs* or erects ladders and scaffolds. Performs other duties as described under HELPER (any ind.).

749.131-014 SUPERVISOR, PAINT DEPARTMENT (any ind.)

Supervises and coordinates activities of workers engaged in mixing paint, preparing surface of object to be painted, painting object and drying or baking paint on object. May compute paint mixture formulas. May move controls to adjust furnace temperatures or conveyor speeds. May measure thickness and viscosity of paint applied to objects, using measuring devices. May be required to have experience with particular materials or products painted and application methods. Performs duties as described under SUPERVISOR (any ind.).

749.137-010 CHEST-PAINTING AND SEALING SUPERVISOR (ammunition) chest-painting leader.

Supervises and coordinates activities of workers engaged in painting, striping, and lettering wooden chests for packing small-arms cartridges, and in cutting, forming, soldering, and painting metal liners for chests. Performs other duties as described under SUPERVISOR (any ind.).